



EuroSkills Reporting from Spa, Belgium

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Learners 'miss out on £630m'

Chris Henwood

@chris_henwood

Providers failed to deliver on nearly 17 per cent of the Skills Funding Agency's £3.8bn allocation for the past academic year, *FE Week* understands.

An industry source said around £630m of agency funding had not been delivered by providers.

And changes announced last week mean colleges will keep the cash without having delivered training.

The agency said it "did not recognise" the £630m figure. A spokesperson referred instead to its financial year accounts and cash that had not been handed out to providers.

This figure, 0.6 per cent of the agency's total skills budget, was included in its accounts published in June. But it wasn't until two months later that the last provider funding returns reached the agency, which would have allowed it to identify under-delivery.

"The agency published its 2011/12 accounts in June 2012," said the agency spokesperson.

"This confirmed we delivered to within 0.6 per cent of the total skills budget we are accountable for. The agency does not recognise the figures quoted."

It declined to review its statement after *FE Week* pointed out the agency was referring to its accounts rather than allocations.

"We have nothing more to add to our statement. Our budget position is set out in our published accounts," said the spokesperson.

The government announced in November two years ago that for 2011/12 it would no longer fully-fund learners on inactive benefits, such as working tax credit.

As a result, many colleges either cut courses or struggled to meet recruitment targets.

FE Week also understands that increased apprenticeship funding targets have not been met.

In a policy revision published online, the agency said: "The sector continues to work on aligning provision to meet the needs of learners and employers."

Shadow FE minister Gordon Marsden said the government was to blame for the alleged £630m under-delivery by providers.

"This figure suggests almost a fifth of agency's entire allocations for last year has been under-utilised," he said.

"It seems to relate to failures in terms of delivery and failures to understand the impact of changes in government policies on its budget.

"This speaks volumes for the way in which providers and learners appear to have been let down.

"It would seem the under-spend happened because providers were not allowed to fund courses they previously offered.

"I shall be writing to the agency and the minister urgently to ask for a full explanation of the situation."

The alleged under-delivery was revealed to *FE Week* just days before the agency relaxed its rules on how much cash could be kept by colleges who failed to deliver provision they'd been paid for.

Last year's rules, relating to the 2010/11 academic year, allowed colleges to keep all of their funding, even if they delivered only 97 per cent of their allocation.

But now a more complex "reconciliation" system allows colleges that deliver just 90 per cent of the provision they've been paid for to hold on to nearly 100 per cent of their allocation.

However, the agency spokesperson defended the system.

"The agency's performance management systems ensure that allocations reflect the performance of the sector," she said.

"We work at all times to ensure public funding is provided for the benefit of learners and employers."

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www.feweek.co.uk

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Labour plans for a Tech Bacc welcomed

Chris Henwood

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Further education leaders have backed Ed Miliband's proposals for a new Technical Baccalaureate.

The Association of Employment and Learning Providers (AELP), the Confederation of British Industry (CBI) and education charity The Edge Foundation all welcomed the Labour leader's plans for a new vocational qualification.

Mr Miliband told his party's annual conference that the qualification would be aimed at the "forgotten 50 per cent" of young people who did not go to university.

He said he wanted "ours to be a country where kids aspire not just to go to Oxford and Cambridge, but to excellent technical colleges and elite vocational institutions".

Students would work towards the new qualification from 14, completing it four years later. English and maths would be required to the equivalent of a GCSE grade C.

They would also do work experience and move into a placement after their studies.

Edge Foundation chief executive Jan Hodges said: "We believe there should be a high quality vocational pathway for 14 to 18-year-olds who enjoy learning by doing."

"We want to work with like-minded people

across the whole political spectrum to make sure all young people have opportunities to achieve their potential."

An AELP spokesperson said: "How the details are fleshed out will be important. But of course we want a stronger championing of vocational learning in schools, especially the equipping of young people with better employability skills."

"Where we need to be careful is not to fall into a stark post-14 divide for pupils between academic and vocational learning. Any reforms must allow space for blended learning within schools if parents and students want it."

CBI director general John Cridland said: "Ed Miliband was right to put so much emphasis on education for the forgotten 50 per cent. Unless everyone has the skills to contribute to the economy, they are unable to benefit from it."

Further praise came from the former Tory Secretary of State for Education Kenneth Baker — now Lord Baker of Dorking — who said: "I support rigour in technical and vocational education, which is why I support proposals for a Tech Bacc at 18."

"This isn't a case of 'either/or' — it's 'and/and'. We need academic and technical subjects to be equally stretching and equally valued."

And Association of Colleges' chief ex-



Ed Miliband Picture: www.edmiliband.org

Chief executive Martin Doel said: "We watch with interest the Labour leader's proposals and welcome the concept."

Chief executive at the Institute for Learning Toni Fazaeli said: "We welcome the focus on raising the profile of vocational education, and are keen to contribute to the debate about developing a technical baccalaureate."

Mr Miliband's plans also include handing the £1bn apprenticeship budget over to the private sector.

See page 6 for comment on the Tech Bacc proposals from NCFE chief executive David Grailey.

FE comparison website leaves users 'confused'

Holly Welham

@hollywelham

An independent review has branded the government's £30m FE Choices website "bland" and "ambiguous".

The site, which compares the performance of providers, was criticised by unions in June when it was discovered that only 6,230 people had looked at it since its launch six months earlier. The Taxpayer's Alliance said the site was "pointless".

The Skills Funding Agency (SFA) called in London-based consultants Bunnyfoot in March. Its review said testers were left scratching their heads over figures that "didn't add up" and confusing statistics about what learners went on to do after their courses.

"Participants displayed confusion when reading and analysing the data shown. Many said that it 'didn't add up' and were unsure how percentages were arrived at," said the report.

One site user told Bunnyfoot: "The percentages on their own don't mean anything, there needs to be more."

The consultancy firm recommended that more information on the figures was needed, such as whether a percentage was "very good".

But the SFA said "judgmental text" would not be used. "There has been a long-standing policy decision, agreed by the sector, that the SFA will not give judgments (grades, comments, etc) on scores achieved by providers," said a spokesperson.

Users similarly misinterpreted the site's purpose. "Most expected to see information



relating to courses as well as general provider information," said the report.

The site's appearance was also criticised. "It's bland, it doesn't look like it's trying to appeal to younger people/students," said one tester.

Bunnyfoot recommended more colour and graphs to show figures. The SFA said improvements would start early next year.

Overall, the consultancy firm said FE Choices was well received. "In terms of usability, participants were seen to navigate and interact with the site easily. The ability to search for this type of information and compare organisations was liked and said to be useful," the report said.

It is understood that delegates at an Association of Colleges conference in September questioned the similarity of FE Choices and Ofsted's Learner View website, which draws together the opinion of students to rate providers.

However, the SFA pointed to differences between the two sites. A spokesperson said: "The Ofsted website focuses on learner feedback and Ofsted inspections."

"The agency believes that the combined effect of this information and the agency's FE Choices website will further strengthen the breadth of information available to help the consumer make better, more informed choices."

Next Step fails to hit the mark in London

Chris Henwood

@chris_henwood

A survey on a countrywide government careers advice service uncovered varying levels of satisfaction and methods of delivery.

The Department for Business, Innovation and Skills (BIS) ordered the study into the Next Step service — the National Careers Service since April — to see how it was performing on telephone advice. It also looked at the face-to-face advice provided regionally by prime contractors.

The report, by IFF Research and published last month, said face-to-face satisfaction ratings, “while still very positive, were consistently lower than average in London”.

It added: “Assessing how the service is being delivered across the capital, and how well this meets the needs of its customers, should be considered.”

The report also highlighted regional differences in the number of face-to-face meetings and variations in the use of skills checklists and action plans.

“Clearly the National Careers Service needs to consider the extent to which variation is acceptable and potentially reflecting local needs, compared against a more uniform service being delivered nationwide,” it said.

Mark Ravenhall, director of policy and impact at the National Institute of Adult Continuing Education (NIACE), said that the findings raised two important points.

He said: “First, the regional variations in a national service are interesting. Is this indicative of regional responsiveness, or is it due to different delivery outcomes by separate prime contractors?”

“Second, NIACE has worked with the National Careers Service, Next Step and successor agencies — in particular on Adult Learners’ Week — and we, like them, value longitudinal studies that look at quality of outcomes as well as the quality of processes.

“It’s vital that adult learners get the best service that works for them.”

The National Careers Service does around 52,000 face-to-face interviews a-month. It also fields around 23,500 telephone queries on top of handling a number of emails.



The report, based on more than 11,000 interviews, was largely positive.

“Customers rate the service highly,” the report said. “As many as 93 per cent agree the service was good and 84 per cent were very satisfied...compared with 6 per cent dissatisfied.”

It recommended moving “face-to-face customers to the less resource-intensive telephone advice service after their initial session”.

The report was welcomed at BIS. “This survey demonstrates the Next Step service

played a valuable role in helping people choose their career path, and progress in learning and work,” said a spokesperson.

“The National Careers Service is now building on that success, providing young people and adults with access to authoritative information on careers, skills and the labour market and professional advice on how to use it.

“We will use these results to drive up performance and improve the customer experience.”

First notice of concern issued over ‘significant deficit’

Holly Welham

@hollywelham

A Kent college has become the first provider to get a government warning that could lead to the withdrawal of Skills Funding Agency cash, *FE Week* can reveal.

Financial worries were said to be behind an agency official notice of concern, issued to K College in August. The college was allocated £11.7m for the 2012/13 academic year

The notice of concern is the first step in a three-stage SFA risk management process, introduced following the government’s New Chances, New Challenges review.

It is issued to colleges that “fall below standards in relation to financial health, financial control, Ofsted judgment or minimum levels of performance”. SFA funding is withdrawn at stage three, although it is understood improvement measures have already been agreed.

An *FE Week* Freedom of Information request has revealed K College is the first and only provider to have been handed the official notice. It comes as college staff plan industrial action in protest at proposals to axe almost 150 jobs.

Principal Bill Fearon said: “The college deficit for 2011/12 is a significant factor in the SFA’s view.”



Bill Fearon, principal of K College

Picture courtesy of the Folkestone Herald

He refused to go into detail about the college’s financial situation, but conceded that the notice was justified.

“It’s fair and reasonable . . . we’re working with the SFA to resolve the situation,” he said.

“The SFA is looking to be supportive under the circumstances that we find ourselves in.”

In an e-mail to staff seen by the Folkestone Herald, Mr Fearon said accounts showed an “operating deficit (recurrent) of £11m”, which was “clearly substantial” and would involve “an increase in required savings in staffing and non-pay”.

A spokesperson from K college said: “There is going to be a budget deficit from last year, the second year of merger, of c £11m, and, through a development plan, we will return to a balanced budget within two years. The college is working with the SFA and bankers to agree a long term arrangement to establish financial security.”

Staff action was expected to take place on October 8, in a move backed by 93 per cent of University and College Union (UCU) members

at the college. The UCU said more than 1,000 people were at risk of redundancy.

Adam Lincoln, UCU regional support official, said: “Strike action is never entered into lightly, but the overwhelming mandate from members at K College demonstrates how determined they are to fight these ill-conceived and unjustified proposals.

“Staff from all five sites will gather ahead of the afternoon governors’ meeting to make it absolutely clear that they oppose unnecessary job cuts, which would see 200 staff leaving the college in one calendar year.”

Nick Childs, National Union of Teachers regional officer, added: “Teachers enter the profession to help children and young people and are not prepared to stand aside as their education is put at risk by short-sighted and ill-conceived cutbacks.”

The threat of industrial action follows the loss of 50 jobs two months ago. In a letter to staff at five college campuses, Mr Fearon said the losses followed funding cuts and falling student numbers.



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*Editor's comment***Rewarding failure**

The scale of under-delivery, as revealed by a trusted source and reported on our front page this week, is astonishing — and scandalous.

It would be easy to blame providers for failing to enrol enough students and missing their funding target.

Yet, this outcome was inevitable when the government re-wrote the funding eligibility rule book for 2011/12.

It completely underestimated how many employed learners on inactive benefits would be turned off by the prospect of tuition fees.

Consequently, some colleges under-recruited while others simply faced a shortfall and were forced to cut or shut courses.

The problem was clear to me and many others from the outset. In fact, early last year I posed the question in *The Guardian*: “How exactly are colleges and training providers expected to make up the shortfall?”

And so it has transpired, there appears to be a huge shortfall, and many colleges will keep funding that has no delivery attached.

Essentially, colleges are being rewarded for failure (in some cases for the second year in a row).

Conversely, colleges that spent money to hit their targets, as well as private training providers that are only paid on delivery, will see no such reward.

A sad day for taxpayers, learners, fairness and FE.

Nick Linford, editor

Interview with the new minister

Further education minister Matthew Hancock came in for his first grilling under the spotlight of sector media when *FE Week* was invited to his Central London office at the Department for Business, Innovation and Skills (BIS).

In a quickfire Q&A, the Parliamentary Under Secretary of State for Skills said his family-run IT business played a big part in his thinking about FE and that industry watchers should expect an FE Guild announcement soon.

Does your background in economics — former adviser to George Osborne when he was Shadow Chancellor — affect your view of FE and the way it should be provided?

The biggest effect on my view of FE has come from my experience in my family's small IT business and the skills needed for such a company.

That is the key to my background understanding. I went to an FE college which is quite unusual for a politician.

I did that in order to get an A-level in computing because it wasn't available in school. That's a classic example of one of the areas in which FE colleges excel. So that's the background that gives me more of a steer on FE.

As an economist I know how important skills are for the future of our country, but as a human being I know how important they are to every person within the country.

Does your economics background affect the way you think FE funding should be handled?

I think we need a simple funding system and I'm in favour of the simplification that's going through. One of the things I want to get my teeth into is understanding exactly how the system works.

Given the number of recent apprenticeship reviews and investigations, such as the NAS Quality Review and the Holt Review, are you expecting more upheaval from the Richard Review and are you happy for more changes in the sector?

My predecessor set out a very clear strategy and I want to follow that. I'm looking forward to



From left: Matthew Hancock MP reads last week's edition of *FE Week* with editor Nick Linford

seeing the Richard Review and I certainly hope the broad thrust will be of more freedoms and flexibility; a drive for quality and an expansion in numbers is what I want to follow and I hope the report will fit into that.

Are you concerned the FE sector might be asked to achieve more new targets or to stick to more new regulations?

I've been very impressed so far by the way the FE sector responds to challenges. It's innovative — and I want to support the sector. I'm a huge supporter of increased freedoms and flexibilities and I'm impressed with the way the sector has responded to that. Making sure we carry on in that direction is important.

Does John Hayes' idea of an FE Guild have any place in your thinking?

Watch this space is the best thing I can say. But I'm sure when there is something to say, *FE Week* will be one of the first to hear. We'll be announcing something shortly.

How can you ensure apprenticeships remain of high quality even with increasing numbers?

That's a vital goal and the answer is to ensure that apprenticeships are close enough to what employers want. Because improving quality is important, but keeping numbers moving as they have done requires more employer-led

and employer-focused training. Making sure apprenticeships meet the needs of employers is the way forward.

Having previously worked closely with the Chancellor, do you have the inside track on the December 5 budget and what it might have in store for the FE sector?

No. Nobody knows. The decisions haven't been made yet.

Given this close past with the Chancellor, will you be able to fight the FE corner properly if he comes knocking?

There's a very effective case for the positive economic benefit of spending on skills, as well as the wider social and community benefits.

I'll be using my vigour to make that case. I'll be making the case for FE very strongly.

When your current role comes to an end, how do you want people to refer to your time as FE minister?

I hope I'll be seen as having been effective. I want to make sure the skills that are provided in the UK are what employers need so we can help British businesses compete with the rising giants of the world. I want to ensure the quality of skills provision improves and I want to make sure skills provision is as broad and accessible as it can be.

Read more on www.feweek.co.uk

Corrections

If there's one thing that rightly inspires smugness on the subs' desk at *FE Week* HQ, it's an eleventh hour correction — even when spotted digitally.

Moments before hitting 'send' on last week's edition, the cry went out wisely: “We haven't spell-checked!”

Chief among the thankfully small number of horrors that failed to make the printers, was the page three headline — “Apprenticeship minimum wage up 5p an hour”. Phew.

Have you spotted something wrong with this edition of *FE Week*?

If so, feel free to tell us about it, including the page number and story headline, and explain what the problem is. Email us at news@feweek.co.uk with Corrections in the subject line.

Comments

Apprenticeship subcontracting more than triples

FE Colleges don't have the expertise to run many vocational courses.

To suggest sub-contracting leads to fraud is disingenuous at best and crassly misinformed at worst.

A lazy and short-term attitude?! Why doesn't the editor apply his intellect and tell us what alternative he is proposing.

And when he does, please take the following into account — the need for additional staff because, currently, most FE college staff are not vocationally competent to deliver large aspects of WBL programmes, staff will have significant business and industrial management and commercial experience, and will have been earning more than your average

lecturer — and they will need to have commensurate terms and conditions, and WBL requires large amounts of working highly unsocial and long hours alone in, occasionally, high-risk environments that they need to be familiar with.

FE colleges engaging directly with employers means they need to have an intimate understanding of their communication processes, culture, protocols and values — they need to talk their language — if they don't, they won't have an ounce of credibility, and it takes time to build relationships particularly as most employers don't engage with colleges because they don't rate what they have.

Trudi Stevens, director, Green Lantern Training Company Limited, Wiltshire

Have you got something to say about FE or one of our stories?

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Full contact details should be provided and can be withheld by *FE Week* upon request.

FE Week profile

Jaine Bolton ~ her story

Holly Welham

@hollywelham

The chief operating officer at the National Apprenticeship Service talks to FE Week

Growing up in England's industrial heartland of the Midlands, Jaine Bolton's childhood dream was a simple one — to become an engineer.

But, having left school aged 16 with hopes of winning an apprenticeship, her world came crashing down as one potential employer told her bluntly: "We don't recruit women."

The rejection, and growing up in "very multicultural" Wolverhampton, was one of the reasons she became "so committed to equality and diversity".

Bolton, chief operating officer at the National Apprenticeship Service (NAS), says: "The experience of being a female in a male world and not being able to get what I wanted at the time, and the challenges that ethnic minority communities have faced over the years in education and skills; these two things have really followed me through my career.

"It [equality and diversity] wasn't a theory, it wasn't something I'd read about. It was real to me."

While later working at a civil service agency, Bolton revisited the company that had rejected her — only this time to discuss its recruitment of women.

"That was a nice moment," says the mum-of-two, who still lives in Wolverhampton.

The company was initially "defensive" she says, stating they couldn't recruit women because there were no female toilets.

"I enjoy seeing peoples' commitment and passion for the job that we're doing and the difference we make"

But, Bolton says, the firm soon became "very positive" about changing its policy.

She was brought up on a "fairly big notorious council estate," but has nothing but kind words about her own experiences there.

"If I was to read about it in the newspaper now I would think, that's probably not the sort of place I'd like to have grown up, but that wasn't my experience of it. I had a fantastic time," says Bolton, who is married to solicitor, Ian. Her son David is 22; her daughter Laura, 25.

Her grandparents, Joe and Bertha, lived nearby and played a strong role in her upbringing. She was the oldest of four, with brothers Mark and Simon and sister Chris. Once all of them had grown up, her mum, Pauline, became a wages clerk.

"Family and being supportive is very important to us," says Bolton, 49.

"I think I must have done something really good in a previous life to be given responsibility for WorldSkills UK"

"What all of them gave me was a sense of purpose and pride. It was important to work hard and to do the best that you possibly could, but it was also really important to be nice at the same time, to have nice manners."

Her role at NAS, which itself promotes apprenticeships, follows a childhood in which apprenticeships were seen as the route to employment rather than university and higher education.

"It [apprenticeships and vocational training] was the route to success for people in my community," she says.

"Nobody in my family had been to university, it wasn't what we did. What we did, was do well at school — we worked really hard, that was important, but it was expected that I would leave. There was no pressure on me to leave, but there was no pressure on me to stay either.

"I always knew I wanted a career. I always knew I wanted a really good job. A-levels [and university] were never on the agenda."

Having been unable to get the engineering apprenticeship, Bolton decided to train as a nurse.

However, after a few months she stopped the course because, she says, she found it too emotionally demanding.

Instead, she signed on at a job centre and was offered a casual administrative role working at a youth skills agency for the civil service.

One of her first managers was "phenomenal in terms of support and development", she says, and after a year became a permanent employee.

She left the civil service to join Wolverhampton Training and Enterprise Council and later moved to Wolverhampton Business Link.

But in 2007 she returned to the public sector to become the director of communications at the Learning and Skills Council, which was replaced by the Skills Funding Agency in April 2010.

Since she joined the civil service she says



Jaine Bolton at the opening ceremony of EuroSkills 2012 in Spa, Belgium

Photo by Ellis O'Brien

that all of her jobs have been focused on developing skills in other people, a fact she is proud of.

"It's really rewarding knowing that the work that you do contributes to somebody else's success and wellbeing, their beliefs and self-worth," she says.

That has continued in her role at the NAS, which she joined three years ago.

"I can't remember ever being in an organisation that has always been so full of enthusiastic, bright, committed people, no matter what's thrown at them."

"That's what I enjoy the most, seeing peoples' commitment and passion for the job that we're doing and the difference we make."

And there's more joy in her NAS role with it having brought her into contact with WorldSkills, billed as the biggest international skills competition in the world.

"I've really enjoyed my career and I'm going to carry on enjoying it. I love NAS and I love WorldSkills," she enthuses.

She describes the competition as the Olympics of skills, with its "dedication, commitment, pressure and world stage".

"The emotion around it is supercharged," says Bolton, who was involved in the UK squad selection for WorldSkills International in Leipzig next year. "It wasn't just about seeing the young people and how great they are, it was also recognising everything that goes around it — the training managers, the

experts, the support from the colleges. There was a real buzz.

"I think I must have done something really good in a previous life to be given responsibility for WorldSkills UK. It's fantastic."

It's a personal thing

What's your favourite book?

A turning point book for me was reading John Steinbeck's *Of Mice and Men* when I was at school

What did you want to be when you were younger?

An engineer — building aircraft engines — Wolverhampton had three or four aircraft manufacturers at the time

What do you do to switch off from work?

I love holidays with my husband. In between holidays and work it's the cinema, reading, watching Scandinavian drama, eating out and spending time with my family

Who, living or dead, would you invite to dinner party?

Stevie Wonder

What would your super power be?

I really don't want any super power, but a little more patience would be great

FE Week Experts

Employer pilot should have a better structure

“The employer ownership pilot leans too far towards supporting a limited number of businesses”



The days of a job-for-life are no more and workplace training initiatives need to be suited to today's more fluid employment trends, says City and Guilds chief executive and director general Chris Jones.

I watched with interest last month as the first successful employer bids were announced as part of the Department for Business, Innovation and Skills' employer ownership pilot.

This sentiment was echoed at the Labour Party conference, where a commitment to empowering employers to deliver more training was announced.

While I wholeheartedly support government efforts to hand control back to employers to develop training appropriate to them, it strikes me as alarmingly shortsighted — for both businesses and learners — that there is no stipulation this funding be used for training.

Such training should provide learners with formal recognition of achieving set outcomes, providing a viable means of progression.

Workplace training is by its very nature specific to individual businesses and is essential for workers to progress within their chosen career, so employers should be given more say in how it is designed and delivered.

However, gone are the days when an employee stays with one company for the course of their career so it is wrong that such a high level of investment — £250 million over the next two years — will go towards giving employees a learning experience with just one company.

Instead, vocational training needs to provide recognition of competence for the individual, enabling them move up in their chosen career or progress through to higher education in the longer term.

In an increasingly fluid job market with high levels of youth unemployment, the value of providing workers with externally-recognised and portable skills should not be underestimated.

This system provides the flexibility for employers, working with others, to accredit bite-sized learning and well-designed programmes that validate individual learning and furnishes transferable skills.

If the employer ownership pilot is to provide real, tangible benefits to the economy, busi-

nesses, and learners, then it must prioritise this type of accredited learning.

I welcome news that the pilot will create 11,000 apprenticeships and the commitment from Labour to deliver more apprenticeships, should they come to power.

As the UK's leading apprenticeship provider, City and Guilds is hugely supportive of this means of training, which is of great value to the learner, businesses and the wider economy.

Our February research paper, *The Economic Value of Apprenticeships*, highlights how essential apprenticeships are to the UK economy, with businesses set to benefit from a £4.37bn boost by 2020 if one million extra apprenticeships are created by 2013.

As part of this, apprenticeships help to tackle youth unemployment levels and ensure that businesses have the skills they need for increased productivity and growth.

However, again, if learners and the wider economy are to feel the true benefits of these, apprenticeships must be formally accredited and provide learners with skills which are transferable — benefiting themselves alongside current and future employers.

I agree with the core aims of the employer ownership pilot — employers and workers know what training is best for them and employers should be given the space to step up and own the skills agenda. However, my principal concern is that these aims are not being underscored by the right structure.

As it stands, the employer ownership pilot leans too far towards supporting the needs of a limited number of businesses rather than helping to develop a suitably skilled workforce with the transferable skills that will help to drive the UK economy forwards.

Whether this is achieved through gaining qualifications or by some other means of evidencing competence, my message remains clear — the engagement of employers is important, as is on-the-job learning for employees, but we must ensure we are simultaneously providing the kind of structured and externally-recognised vocational learning that equally benefits all parties in the longer term.

Chris Jones is chief executive and director general at City and Guilds

“There is a lot we can learn from continental-style vocational education”



Why we need the Tech Bacc

Ed Miliband's proposals for a Tech Bacc are welcome but perceptions still need to change, so that the vocational route is no longer seen as a second-class option, says David Grailey, the chief executive of NCFE.

Ed Miliband was persuasive and engaging when he focused on tackling youth unemployment and reforming the education system so that it works for all people, including the “forgotten 50 per cent” who don't go to university.

I was especially interested in the creation of a German-style “Technical Baccalaureate”; a gold standard qualification based on a mixture of vocational training and compulsory work experience. The Labour leader is positioning this Tech Bacc as a viable alternative to Michael Gove's more academic English Baccalaureate.

However, those achieving the qualification will still have to pass maths and English courses to ensure that they have the necessary numeracy and literacy skills.

There is certainly a lot we can learn from continental-style vocational education. Take Switzerland as an example - a country with one of the most successful apprenticeship systems in the world and a resulting youth unemployment figure of just 7.5 per cent (in contrast to 21.9 per cent in the UK).

It's interesting to see how our European neighbours have embraced other pathways to employment; the challenge for the sector is whether the UK can replicate the model with the same success.

A lot of work has already been done in raising the status of vocational qualifications in the UK; apprenticeships continue to rise in popularity following the recent increase in university tuition fees, and there has been substantial government investment in this area. However, perceptions still need to change — the vocational route is still often seen as the second-class option compared with its academic counterpart.

Every young person is different — armed with individual talents and skills that should

be nurtured and recognised.

Yes, of course students should be competent in core subjects such as English and maths, but this does not need to be to the detriment of high quality, rigorously assessed, “gold standard” practical qualifications. After all, for every budding doctor, there is an aspiring music technician or travel rep.

It is important that each young person achieves his or her potential; leaving the education system as a well-rounded individual with the motivation to succeed, and with the personal qualities and skills that employers need.

Any exam system needs to recognise a broad range of talents; not narrow teenagers' options at a young age.

We should all be working to improve the prospects of young people as the key to economic growth. There needs to be a collective sense of responsibility between educational establishments, awarding bodies, employers, and those in government.

At NCFE, for example, we have formed a partnership with recruitment specialist, REED, to position colleges as effective recruitment centres for local businesses - as well as being places of learning. Through this kind of collaboration, we have opened doors for many young job seekers eager to find work.

Labour's proposed Tech Bacc comes at a time when we are overwhelmed by transformations in the sector (consider the changes to 16-19 and 19-plus funding, the Richard Review, the government's Youth Contract, the proposed changes to key stage 4 qualifications, not to mention the new Ofsted inspection framework).

However, this is one policy that looks to be a step in the right direction, ensuring that the “forgotten 50 per cent” are not forgotten but instead, are celebrated for their own achievements and instilled with the confidence they need to progress in their post-education lives and careers.

David Grailey, the chief executive of NCFE

FE Week Experts

Common sense hopes over immigration

The accusation FE colleges are “selling immigration rather than education” has triggered a strong response from John Mountford, international director at the Association of Colleges. He questions the UK Border Agency’s knowledge of the sector, but also has hopes of a “more common sense approach” to the checking of foreign students in the UK.

The British FE sector provides a world class college skills system that attracts hard-working, bright and successful students from around the world.

These students enrich our courses and campuses, allow colleges to run programmes they wouldn’t normally be able to run, and hire staff and purchase resources that benefit the entire college community.

International students come to learn — not earn. They add great financial and educational value to our colleges and the UK needs immigration legislation that supports genuine students in their decision to study at UK colleges.

This could not be further from the accusation levelled at colleges in recent weeks that they “sell immigration”.

FE colleges take a robust, professional and serious approach to their work as sponsors and it is worrying that the UK Border Agency

(UKBA) believes some FE colleges are “selling immigration rather than education”.

It indicates a lack of understanding of the FE college mission and it begs the question, is the UKBA able to distinguish FE colleges from other training providers?

It is also an interesting insight into how UKBA views colleges and whether its decisions are made from a knowledgeable position — because the image of colleges trying to make a quick buck on the back of “selling immigration” certainly doesn’t tally with the conscientious sector that I know.

UKBA also makes reference to studies that show colleges are a higher risk than universities. It is unclear whether they are referring to FE colleges or every institution that has college in its title.

We have never been privy to the data from studies that the UKBA refers to and, as far as I know, they are not based on like-for-like studies of the different sectors.

Again the reference to these studies is worrying — bad science doesn’t make for good legislation. The consequences for students and their education from the recent revocation of London Metropolitan University’s Highly Trusted Status (HTS) clearly shows that all sectors have to work hard to meet the requirements of HTS.

It also demonstrates the unfairness of treat-

ing different sectors differently, whether this is regarding secure English language tests, internships or working rights.

There should be a level playing field — all sponsors should be treated equally and ultimately you are either HTS or you are not.

FE colleges are simply looking for fair treatment that reflects the sector’s genuine desire to meet our requirements as sponsors.

Some of the UKBA decisions on colleges’ HTS status have been disappointing and a number have been overturned after further reflection. We believe if there was more understanding and better communication between the UKBA and sponsors then these poor judgments could be resolved before the revocation stage. This would save colleges from unnecessary damage to their reputation and business.

On a more positive note, we have started to see a more understanding and flexible approach from UKBA towards FE colleges as evidenced by the overturning of some HTS revocations.

It is also encouraging to note that the UKBA is introducing a 28-day rule to help build in a review period between notification of revocation and actual revocation.

This will allow colleges an opportunity to present their case before their HTS status is revoked and it should result in a more common sense approach.



We are also now having regular meetings with the UKBA, with some positive discussions that encouragingly indicate a more partnership-driven approach that will improve the Tier 4 [foreign adult education in the UK] experience for all stakeholders.

Throughout the process our wish has been to work in partnership with the UKBA to help support genuine students successfully access our world class colleges and FE system.

Hopefully, we are now seeing a more constructive dialogue between FE colleges and the UKBA, that includes an understanding that our sector does not sell immigration.

John Mountford, international director at the Association of Colleges

Fears for maths and science with college changes afoot

Set against the backdrop of an impending FE loans system and college funding cuts, the future of FE teaching in science, technology, engineering and maths could be facing tough times ahead.

Kate Green, director of business development at 157 Group, and Daniel Sandford Smith, programmes director at the Gatsby Charitable Foundation’s education team, look at what the future might hold for colleges delivering the subjects.

Changes to FE funding will make it harder for colleges to deliver advanced courses in science, technology, engineering and maths (STEM) and harder for individuals and employers to afford them.

Our report, The Challenges of STEM Provision for Further Education Colleges, reveals that funding pressures on colleges threaten the viability of high-quality STEM provision at levels three and above.

It also highlights how proposed changes will make things worse.

FE colleges play a vital role in delivering STEM education and ensuring employers are provided with a suitably skilled and qualified workforce.

FE offers almost 2,500 STEM-related qualifications and in 2009/10, 1.74m STEM qualifications were achieved by students aged 16 and above in the English FE and skills sector.

Setting up and delivering new STEM courses is a key way in which FE can contrib-

ute to growth.

However, offering a high-quality STEM curriculum that responds to the needs of individuals, employers, the government and the UK economy, can be resource-hungry.

It often needs to be delivered within a highly specialised and technologically rich environment; the challenges involved in offering a suitable curriculum at a time of economic constraint should not be underestimated.

Our report details the findings of a 157 Group project, undertaken with support from the Gatsby Charitable Foundation and in partnership with the Association of Colleges, which aimed to develop a better understanding of the challenges FE colleges face in offering STEM provision.

It looked in particular at programmes at level three and above — where the need for increased skills is greatest.

It also sought to gauge the expected impact of a number of current policy changes, such as the introduction of FE loans and reductions in overall college funding, on the demand for STEM provision in the post-16 sector.

The report notes that the additional cost of delivering many STEM subjects has been recognised in the funding arrangements for FE Colleges for many years.

A programme weighting has been given to those subjects that incur greater costs because of the need for smaller staffing ratios, technician support for practical activities and for



the extra costs of materials and equipment.

Even so, these programme weightings only reflect the revenue costs of delivering these subjects, rather than the capital costs of setting them up.

The report, released today and now available on the 157 Group website, confirms current programme weightings do not fully reflect costs.

Moves to simplify funding may make this worse by reducing the differential between high and low cost subjects, for example, the Education Funding Agency will in future fund sixth-form science and humanities at the same rate.

We therefore feel, in light of the clear policy focus on promoting STEM provision, a review of current programme weightings is required.

The decision to remove public funding from provision at level three and above for those over the age of 24 may similarly undermine



attempts to promote STEM.

Until now, the Skills Funding Agency has ensured the hourly fee rates for STEM subjects are no higher than those for humanities or business studies by giving extra subsidy to the former.

From next September, however, there will be no such subsidy — students will have to pay higher than average fees or take out larger than average loans if they choose to study STEM.

This is sure to have an effect on the level of demand from individuals and employers and needs to be reviewed.

We are keen to work with others to take the report recommendations forward to ensure the maintenance and development of a vibrant and responsive STEM offer in FE.

Kate Green, 157 Group, and Daniel Sandford Smith, Gatsby Charitable Foundation

FE Week campus round-up

sponsored by **empira**TM



From left: Stephen Daly, former Headjogs managing director; Lee Demmel, Headjogs operations manager; Patrick Cameron, Cathy Walsh, principal, Judith Black, London Borough of Barking & Dagenham, and Hilary Moore, head of the Technical Skills Academy

Perm-anent home for hairdressing students

London students are getting a head start in their scissors skills thanks to a purpose-built £14m academy.

Celebrity hairstylist Patrick Cameron helped to officially open Barking and Dagenham College's new Technical Skills Academy.

A host of courses are taught in the centre, including hairdressing, which boasts industry-standard and real-life training facilities including an outlet of Ilford-based firm Headjogs.

The firm also trains people to become hairdressers and is a Wella Professionals Hair Salon and training academy.

Mr Cameron's guest appearance was organised by the Wella Professionals team, which sponsors the salon. And he put on a long hair-dressing masterclass.

Headjogs student Jessica Wright, 18, is studying for a level three hairdressing NVQ.

She said: "Having the opportunity to watch a professional like Patrick Cameron at work was really inspiring."

Triathlon teams pushed to the limit



From left: Ryan Jones, 19, Natasha Mason, 20, Rich Jones, 19, and Gemma Steele, 19

Students pushed their endurance to the max in a gruelling eight-hour triathlon at a Cheshire college.

Forty first and second-year foundation degree students relayed between treadmills, cycling and rowing machines as they sweated their way to a team total of 174 miles.

South Cheshire College's second-year students won the race, pipping the first-years to the post by seven minutes.

Coaching and sports development student Laura Jarman took part in the early morning

stint of the triathlon. "It was great being involved in the competition and working as a team to complete the challenge," said the 20-year-old.

Army major John Miller was there to keep an eye on the sport and public service students. He said: "This was a fantastic opportunity for young people to apply some of the key principles of the army such as fitness, teamwork and organisation. I was very pleased to support the event and students did themselves proud."

Students' teaching praise for college

Things are only getting better for a Lincolnshire college where rising student satisfaction levels have put it among the country's best.

An 8 per cent rise in just two years on the National Student Survey has given bosses at University Centre Grimsby (UCG) plenty to smile about. The centre, part of Grimsby Institute Group along with Scarborough's Yorkshire Coast College and Lincolnshire Regional College, in Skegness, boasts an 88 per cent satisfaction level in the survey.

Student Hannah Vasey, who did a BA in tourism and business management under the guidance of tutor Simon Bryson and also has now enrolled on a PGCE course, said: "The teaching was exceptional, interesting,



Hannah Vasey, who did a BA in tourism and business management at University Centre Grimsby, where she is now doing a PGCE, with degree tutor Simon Bryson

stimulating and thoroughly enjoyable.

"If all the teaching at UCG is of the standard I received on my course then it's obvious why UCG got these results."

Blind Speedster gets special new motor



Mike Newman (front) with Speed of Sight staff Aileen Lockhart, John Galloway and Eileen French, student David Cockcroft, lecturer Neil Cockcroft, principal Peter Ryder, deputy principal Jenny Worsdale, and Jen Pemberton, from The Network Fellowship

A record-breaking blind racing driver got the keys to a specially-adapted car thanks to students and staff at Tameside College.

Mike Newman, chief executive at the Speed of Sight charity, was the first to benefit from the college project aimed at getting disabled people behind the wheel.

"I am overwhelmed by the enthusiasm and efforts of the staff and students at Tameside College who have helped in bringing this dream alive," said the racing driver, who

broke the blind speed record when he drove a BMW M5 at 178 mph in 2005.

Ten cars will be altered for people with a range of disabilities, for example controls that allow people to drive without using their hands. It was set up at the college by motor vehicle tutor Neil Cockcroft and Mr Newman.

Mr Cockcroft said: "I first met Mike three years ago at a classic car show and we have had a number of discussions about this project over the years. Mike is a very motivated and ambitious person."

College pod fit for a footballer

Footballers at Warrington Town FC are staying in tip-top shape thanks to £109,000-worth of fitness equipment from a Cheshire college.

The equipment was given by Warrington College as part of its partnership with the club, which provides work experience for students, and included a £46,000 Bodpod — the machine analyses players muscle and fat ratio to help them keep in peak condition.

"The new fitness testing equipment will help us monitor the condition of our players," said Gary Skentelbery, Warrington Town's chairman. "It is another piece in the jigsaw at helping move the football club up the league pyramid with the ultimate goal of delivering a football league club to the town of Warrington in the future."

Graham Murray, course leader for sport, said: "Our students on the new higher education sports science course will be able to work alongside the players using machines such as the Bodpod and the match analysis software to support players all year round."



From left: Paul Hafren, principal of Warrington College, and in the BodPod, Shaun Reid, manager of Warrington Town Football Club

Want your college or training provider to appear on these pages?

Send your stories with pictures to news@feweek.co.uk including names, ages and course of students where applicable



Celebrity chef Marco Pierre White with, from left, New College Nottingham hospitality and catering students Sarah Bell, Zoe Porter, Samantha Chilton, Ross Pearce, Shane Thomas, Brogan Carmichael and Oliver Harper

Marco's tribute to students' kitchen passion

Celebrity chef Marco Pierre White shared the secrets of his frying pan finesse with East Midlands students.

The 50-year-old restaurateur and television personality was at New College Nottingham's Adams Restaurant and Brasserie, where he met, among others, 20-year-old Oliver Harper.

Oliver, who is doing NVQ level three hospitality supervision, said: "It was a real honour to meet one of my culinary idols.

"Marco was the person who first got me interested in the industry. He's passionate about both front and back of house, just like me."

Marco said: "Students and apprentices from colleges like New College Nottingham are the future.

"It's important to encourage and develop the next generation and you could see the passion and interest not only from the students but also the teachers and lecturers."

Students also met former student Richard Donohue, 27, head chef at Marco's new MPW Steakhouse Bar and Grill, in Nottingham.

"My passion has always been for food and cooking so it's a huge honour for me to now be a head chef for Marco," said Richard.

Sweet success praise from SuperJam man



Uxbridge College's Katherine Price, 20, gets her super star award from SuperJam entrepreneur Fraser Doherty

A London student's piano-playing skills, plus her ability on the flute and cello, earned her praise from a young entrepreneur who built a jam-making business using his grandmother's recipes.

SuperJam innovator Fraser Doherty, who started making and selling jam when he was just 14, gave awards to Uxbridge College youngsters at a September 20 ceremony at The Beck Theatre, in West London.

The 23-year-old now supplies 2,000 supermarkets internationally, including Waitrose, Tesco and Morrisons, but had time to honour Katherine Price, 20, who did BTec level three performing arts music practice.

Other winners were father-of-four Daniel Oladunjoye, 42, the only mature student in a class of 16 to 18-year-olds studying health and social care, who won an award for early years, health and social care.

Charlotte Looney, 20, who did a HND in business despite bringing up a family, claimed the business higher education award.

And engineering apprentice Zena Mainoo-Jones, 17, won the intermediate apprentice Award.

Principal Laraine Smith OBE said: "Our students inspire me, humble me and remind me why Uxbridge College is such a special place."

Fairy Jobmother sprinkles magic CV dust



Fairy Jobmother Hayley Taylor with Bolton College sport student Shauna Cook, 17

Television's Fairy Jobmother joined 2,000 jobseekers at a free Greater Manchester college fair where 500 jobs were up for grabs.

Hayley Taylor, presenter of Channel 4's career advice show, was on hand to dish out job tips at the Bolton College job fair, which had more than 60 employers exhibiting.

As well as being shown live vacancies, jobseekers could attend workshops on CV writing and interviews.

Marie Gilluley, principal of Bolton College, said: "We were thrilled to welcome so many local people and help them find out more about current employment and training

opportunities, which will make a real difference to their future. The Jobs and Skills Fair has been a resounding success and we're already looking into hosting another event of this kind in the near future."

Bolton Council used the fair to launch its campaign to get 100 apprentice placements with Bolton businesses in 100 days. "We had a great response from employers and training providers," said Nick Peel, Bolton Council's cabinet member for skills.

Bolton College held the fair in partnership with Bolton Council, Bolton at Home, Jobcentre Plus and Bolton University.

Ex-squaddie's help for Getting Plastered



Former soldier Kevin Phelps, 39, has set-up a plastering business with the help of Weston College

A former British squaddie who suffered post-traumatic stress after coming under rocket attack in Northern Ireland has been helped to get his life back on track by a local college.

Kevin Phelps suffered from depression after serving in the 3rd Battalion Light Infantry, where he was also posted to the former war-torn state of Yugoslavia.

A terrifying attack in Belfast as he drove a Land Rover was behind his problems and was compounded by the death of a close comrade.

But light at the end of tunnel has come

from 39-year-old Kevin's construction course at Weston College, in Somerset, and the Getting Plastered business it has allowed him to set up. "I was diagnosed with post-traumatic stress disorder and lost 3st. I suffered a lot from depression which I still take anti-depressants for, but life is a lot better now," he said.

Tutor Leigh Evans said: "When Kevin started he was very reserved and only wanted to work on his own. Over time he's come out of his shell and is happy to help newer students."

FE Week event report

EuroSkills 2012 gets underway

Media Partner



A glitzy opening ceremony, complete with an Olympics-style countdown clock, welcomed the UK's 22-strong team to the EuroSkills competition in Belgium.

The squad featured among more than 400 competitors, 316 experts and 39 team leaders from 23 European countries at last Wednesday night's event.

They were welcomed to the opening ceremony by members of Skills Belgium at Pepinster's Hall du Paire.

Competitors were invited to the stage in a parade of nations, with flag-waving and cheering echoing scenes from the summer's London 2012 Olympic Games, before a EuroSkills clock marked the official opening of the third biennial competition which was held over three days in Spa.

Nineteen-year-old Andre Rhone from Middlesex, who works at London's Royal Garden Hotel, is a Squad UK cooking competitor.

"The atmosphere was electric," he said. "Getting up on stage with all my team mates and being cheered on by our supporters was an amazing experience, one that I'll never forget."

"I hope that by competing at EuroSkills I make my family and country proud and share my experience with others back home, showing how taking part in competitions can improve your skills and set you apart from competition for jobs or promotions."

He added: "I want everyone to get behind Squad UK — just like they did with Team GB at the Olympics."

The audience at the opening ceremony was also treated to a series of live performances, including a group dance ensemble, an urban Stomp-style percussion set and a daring performance from a world champion trick cyclist.

Jaine Bolton, chief operating officer at the National Apprenticeship Service and official UK delegate to EuroSkills, said: "The ceremony was a fantastic spectacle. It was truly heart-warming to be able to cheer on Squad UK and to witness and share the huge sense of pride and excitement felt by all competitors, training managers, experts, team leaders, performance coaches and supporters."

"This will be the first experience for most of Squad UK of competing against their skill counterparts from different countries on an international stage."

"EuroSkills is an important part of their training and development ahead of Team UK selection next year, as it will enable them to benchmark their skill levels against those



from all over Europe and gain confidence in competing under pressure and in front of a live audience.

"I congratulate every member of Squad UK for getting this far and wish all of them the best of luck at the competition."

The event gives UK selectors an early chance to see competitors in action before whittling their WorldSkills squad, which includes most of the EuroSkills team, down

from around 90.

The rest of the EuroSkills UK Squad includes Sarah Smithers, 20, Woking, Jenna Stephenson, 18, Liverpool, Hannah Clague, 21, Gloucester, Robert Broomsgrove, 20, Weymouth, Alastair Wilson, 21, Scotland, James Overend, 22, David Cargill, 18, both Northern Ireland, Gareth Humphries, 19, Heather Peach, 18, both Wigan, Jack Jameson, 25, Ipswich, Aaron Jamison, 18, Northern

Ireland, and Jack Conway, 19, Essex, Philip Glasgow, 21, Northern Ireland, Gareth Jones, 19, Wales, Robert Johnson, Middlesbrough, Ken Wilson, Northern Ireland, both 19, Reece Johnston, 20, Leicester, Mark Woods, 21, Northern Ireland, Amy Leigh Wilson, 17, Blackpool, Georgina Briscoe, 18, Derby, and Wojciech Pastor, 22, Scotland.

See next week's issue to find out the results

in true Olympian style



Wednesday night fever in Belgium.
From top left (clockwise): Sarah Smithers, 20, a Squad UK member (window display) from Woking; the trick cyclist at the opening ceremony; squad members Jenna Stephenson (window display), 20, from Liverpool and Jack Conway (landscape gardening), 19, from Essex; the group dance ensemble; NAS chief operating officer Jaime Bolton and Squad UK members.
Photos by Ellis O'Brien.

Advertorial

A revolution in recruitment

College Leadership Services (CLS) maintains its position in the forefront of executive recruitment for colleges by consistently re-defining its processes. The new relationship with Smartphone Media gives the sector the opportunity to use CLS to access the new technology of Augmented Reality.

Recruitment behaviour has changed. There are two main differences: first, the process of search as opposed to advertisement and, second, what candidates and institutions now expect within the advertisement.

First, recruitment has become less of a series of set-piece events and more of a continuous process. Search produces, at face value, more candidates for short-lists and successfully appointed candidates than straightforward advertising.

The importance of search is that it occurs within a context of mutual dialogue about the circumstances and intentions of institutions and set against the career expectations and aspirations of individuals.

Knowledge of institutions is drawn down continuously, so institutions need to project more comprehensive information about themselves. Progressive colleges can provide creative commentary on performance. Augmented Reality provides the opportunity.

Second, the nature of the advertisement. The power of search does not detract from the usefulness of advertising. A profile advertisement will provide a further stimulus to recruitment. The advertisement gives a strong message regarding the significance of the post.

Properly composed, the advertisement can be an opportunity for the institution to set out clearly its strategic intent in making the new appointment. It is a public declaration.

A very recent development has been our ability to offer Augmented Reality as an innovative part of the advertisement. This is unique to us and has been developed with Smartphone Media, who have an exclusive arrangement with us.

Put simply, AR is the term used to describe an enhanced view of real life by overlaying computer-generated content. This 'virtual content' can be almost anything - video, 3D models, dynamic web content. With Smartphone ownership widespread, demand has emerged towards 'second screen' behaviour where consumers consume media with a phone or tablet in hand.

Through an application on an individual's device, the camera mode is opened up and becomes a single lens through which brands and branded 'push' messaging in the real world can be converted into instantaneous, proactively 'pulled' digital experiences.

AR increases the perceived value of products and brands. AR is mobile and personal and, therefore, hugely accessible.

Augmented Reality is also an inexpensive alternative to other media platforms as no specific media needs to be purchased. Birmingham-based Smartphone Media works with more than 60

further education colleges across the UK and has developed a variety of smartphone apps. For colleges, Augmented Reality can enable prospectus material and courses to be presented more creatively; Governors and Senior Management can outline direction and change; Stakeholders can comment; and the views of Learners and Employers can be shown.

Smartphone Media managing director Neil Harding said: "Colleges are currently using AR to market their college. We are now working with a few of them to develop learning materials."

In regard to search and advertisement, Augmented Reality can enable the position of the college to be very clear on a continuous basis and for candidate awareness to have been raised constructively. In regard to the specific advertisement, Augmented Reality enables significantly increased and more diverse information to be introduced into the advertisement, enhancing impact, effectiveness, and value for money.

The recent history and successes of Stockton Riverside College (SRC) provide an excellent template for Augmented Reality. Without this technology, the content of the advertisement is restricted and there is dependence of containing all dimensions of the college's achievements in the candidate pack.

Not all prospective candidates will draw down the pack; but the presence of the Augmented Reality app in the advertisement makes it more likely and reliable. It heightens the effectiveness of the advertisement.

Stockton Riverside College (SRC) has a proud 50 year tradition of serving the population of Stockton and nearby Billingham in the Tees Valley.

The colleges in these two communities were brought together on a single site within fantastic new facilities at the Teesdale campus ten years ago, when it was renamed Stockton Riverside College. In 2009 the college merged with Bede Sixth Form in Billingham.

The Teesdale campus in Thornaby, close to Stockton Centre, focuses on general and vocational further and higher education. The building includes industry standard, state of the art facilities to ensure students are well prepared for progression.

SRC's academic courses are offered at SRC Bede Sixth Form in Billingham, complete with a new £12m building and the college's Sports Centre.

Over the last 12 months, staff and students at the College have won a number of awards, including national BTEC IT Student of the Year; the O2 Learn Best Lesson Award; and a national award from CIPD.

The college works closely with local businesses and other partners to ensure the continuing relevance of its courses. The college's forward thinking is reflected in its decision to work with College Leadership Services and Smartphone Media.

The college has a new Leadership Team and there is a sense of momentum. SRC recognises the continuous need for the right staff with the



capacity to deliver high quality programmes and a Principal with the drive and motivation to take them forward.

Mark White, Vice Chair of Governors, said: "SRC has great facilities and will always strive to provide the best for its learners and to build on a track record of success."

Simon Graham and Bill Wardle from College Leadership Services believe they have given the sector the opportunity to use a familiar contact,

CLS, to gain access to an innovative and exciting new media opportunity in the form of Augmented Reality. Simon commented that "We hope that people will be re-assured by the ability of CLS to lead them through the process, building on our understanding of colleges and candidates. We can tailor Augmented Reality to suit all needs. In fact, our exclusivity means that we can add Augmented Reality to any existing advertisement, whether sourced from us or not."

College Leadership Services
Expertise in FE

 **smart phone media**

SRC
Stockton Riverside College

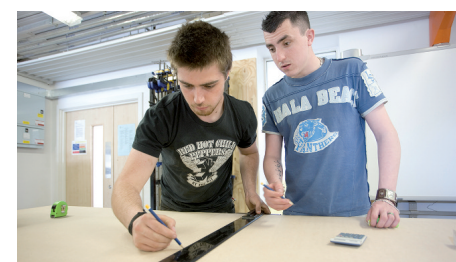
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Principal & Chief Executive

A unique opportunity to join a first choice college

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Stockton Riverside College is looking to recruit an inspirational and motivational leader to take the college to its next stage of development. In return for substantial leadership skills and the passion to provide the very best experience for our learners, the new Principal will receive the full support of the Governing Body and an excellent forward-thinking leadership team.

If your ambition matches ours then information about this appointment, our college and the local area is available on our website: www.stockton.ac.uk/inspire

The closing date for this position is 12pm on Wednesday 24th October. First interviews will take place on Thursday 8th November, with second interviews taking place on Monday 12th November 2012.

We are working with College Leadership Services on this important appointment. You are welcome to have an informal discussion about this position in confidence with Simon Graham, Director of College Leadership Services. Appointments to speak with Simon should be made via Helen Anderson at handerson@collegeleadership.co.uk or on 0115 911 1117.

MAKE THIS ADVERT COME TO LIFE USING AUGMENTED REALITY:

Download the College Leadership Services app for your smartphone and follow the steps below to view ...



- 1 Go to the AR section on the app
- 2 Point your phone at the advert
- 3 Watch as the advert comes to life

Note: double-click the screen to view the video without holding the phone over the page



Stockton Riverside College is committed to safeguarding and the successful candidate will be CRB checked.

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Director of Business Development

Ref: OCNSWR/DBD12
12 Months in the first instance

We are seeking a self-motivated and enthusiastic Director of Business Development to develop the business and marketing activities of the Open College Network South West Region (OCNSWR) in post 14 education and lifelong learning.

This is a full time position working 35 hours per week. The position is for 12 months in the first instance. The successful applicant will be based in OCNSWR offices in either Plymouth or Cheltenham.

If you wish to talk in confidence about this position, please ring our CEO Christine Bullock, on 07867454607

Please download an application form and further information from our website at www.ocnswr.org.uk

Deadline: Noon Monday 15th October 2012
Interviews: Wednesday 24th October 2012



SALES EXECUTIVE

An exciting opportunity to join the team at FE Week

The only newspaper and interactive website dedicated to the further education sector

£20k (£25k OTE)

Based in London

To apply, contact
Chardelle Mason on
020 8123 4891



COMMUNITY EDUCATION LEWISHAM (CEL) is looking to appoint:

Quality Improvement - Teaching, Learning & Assessment Practitioner (one year contract)

£33,306 to £35,055 (PO2)

35 hours per week

Location: Various CEL sites in Lewisham

Can you promote and inspire excellence for improving learning and teaching?

Are you an outstanding practitioner of learning and teaching and can support peers to improve the quality of learning and teaching?

Community Education Lewisham are now looking to appoint on a one year contract a full time Quality Improvement - Teaching, Learning and Assessment Practitioner.

You will be based at one of our main learning centres in Lewisham and you will be responsible for supporting all areas of the curriculum and for developing and delivering high quality learning and assessment by embedding and using learning technologies. You will also be responsible for supporting curriculum departments by undertaking lesson observations, developing their quality improvement procedures and to monitor their impact on success rates.

You will have a relevant teaching qualification; as well as proven expertise, excellent communication skills and an enthusiasm for adult learning.

To find out more about this vacancy only, including a full job description and person specification, and to apply online, please visit www.lewisham.gov.uk/JobsAndCareers and search council vacancies.

The closing date for applications is **Friday 19 October 2012**.

Interviews will be held during the week commencing **Monday 12 November 2012**.

Previous applications will not be reconsidered.

To view our current prospectus, please visit:
<http://www.lewisham.gov.uk/EducationAndLearning/AdultAndCommunityEducation/CELProspectus/>

This post is subject to a Criminal Records Bureau (CRB) Disclosure



Lewisham www.lewisham.gov.uk



Invest in Health Coordinator

Circa £25,000

Ref: SFHLTD36

Skills for Health, working in partnership with NHS Northwest, delivers a range of activities aimed at supporting NHS organisations in the region to upskill their non-professionally registered workforce.

The role will be based in Manchester or Liverpool

Deadline for applications: 5pm Tuesday 23rd October 2012

For more information and to apply visit the recruitment page on www.feweek.co.uk

The College of Haringey, Enfield and North East London



Director of Employability and Employer Engagement

Full Time, Permanent

Salary range £66,654 – £72,552 per annum - Ref 12/14

The College has a long and successful record of working with employers and organisations seeking to get people into employment. We are looking for an innovative Director to lead on this area and develop even further the successful provision for Apprenticeships, learning in the workplace; Trade Union Education; Job Centre Plus and Work Programme clients. Recruiting Learners, gaining new contracts and ensuring the high quality delivery would be key to success in this cross college role.

30 days annual leave

Closing date: 22nd October 2012

Interviews: w/c 5th November 2012

For further information visit www.conel.ac.uk/staff/vacancies

Email recruitment@staff.conel.ac.uk

Phone 020 8442 3045 (answerphone)

Our students are award-winning, our provision and facilities are highly rated, our finances are strong and we have the passion to transform lives. We offer the best possible experience to our learners, employers and staff alike. Join us!

Focus on Success

INTERIM MANAGERS - CURRICULUM

FE Associates aims to be the preferred choice for colleges requiring interim managers and support in Curriculum, Quality Improvement, MIS, Finance, IT, and HR.

We are looking to strengthen our team of salaried and self-employed associate interim managers and are inviting applications from leading edge practitioners with current college experience at middle manager, Head of Department level or above.

You will be highly motivated and flexible, conversant with the issues facing FE and at the forefront of your area. Applicants need to be prepared to travel and stay away from home when required. In return we offer a competitive remuneration package and to be part of a friendly and supportive team.

Closing date for applications is Monday 15th October.

**For an informal chat please contact
Judith Richardson on 01823 337655.**

**To apply please send your CV by email to
judith.richardson@feassociates.com or
Judith Richardson, FE Associates, 1 High Street,
Taunton, Somerset, TA1 3PG.**





Principal

£120k or more for an exceptional candidate, plus benefits

Due to the current Principal retiring next year West Cheshire College is seeking someone to take the College forward while maintaining its reputation for meeting the needs of employers and growing its income and customer and student base. The College prides itself on 'doing it differently' and delivering 'access to opportunity'.

We are looking for a forward thinking dynamic and progressive leader with a passion for vocational education and training offering the opportunity for everyone to successfully enter employment.

The successful candidate for this post will have developed a strong vision for the college but be able to have an adaptable and flexible approach in how to achieve this. They must be able to rise to the challenge of being innovative and imaginative within a diverse financial environment, and use learning as a tool to re-engage people with work and to take advantage of the superb vocational facilities on our campuses, our highly skilled and expert staff, and the productive partnerships we have with employers and agencies.

The successful applicant will have a track record of success in leading growth, innovation and change and an understanding of the needs of a wide range of learners from all backgrounds and of all ages. The ideal candidate will have a proven ability to establish and maintain partnerships for the good of the college and the community that it serves.

Closing date: 21st October 2012

Assessment Days: 15th & 16th November 2012

For further details please visit www.west-cheshire.ac.uk



Advertise here!

Contact:

chardelle.mason@feweek.co.uk

0208 1234 891



people1st

We're recruiting

People 1st, the sector skills council for the hospitality, passenger transport, travel and tourism sectors, works at the heart of the skills arena in order to raise the ambitions and tackle the skills and labour needs of sector employers.

Programme Delivery Manager – Apprentice 1st - Product Development

£40,000 per annum & benefits

You will be responsible for engaging with employers, stakeholders and other third parties with a particular focus on the promotion of Apprentice 1st to ensure targets for Apprenticeships are met as well as plan and manage the roll out of Apprentice 1st across the UK.

You will be required to support project managers with responsibility for pre-employment and apprenticeship products, to specify and develop products to meet our funded charitable objectives and to create links across projects. Identifying any additional demand from employers and potential commercial opportunities for People 1st and reporting progress in line with reporting requirements will also be key elements of the role.

It is essential that you have a proven background within the Hospitality Industry and that you hold assessor qualifications.

The ideal candidate will have experience of managing complex stakeholder relationships and successful project delivery. This is a full time permanent position based in Uxbridge requiring regular travel across the UK.

To apply please send your covering letter detailing your suitability for the role, along with your CV to jobopportunities@people1st.co.uk by **Thursday 11 October 2012**. A Job Description is available at <http://www.people1st.co.uk/appointments>



People 1st is an equal opportunities employer.

LONGMAN

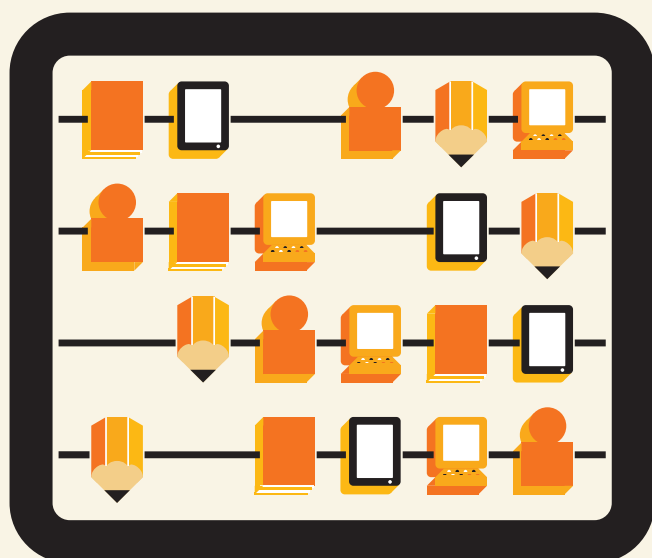
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PEARSON

FE Week Sudoku challenge

		2	7	4			8	
3		9			8			
			5				6	1
	2					8		7
4				1				2
1		8					3	
6	8				9			
			1			9		3
	9			5	2	6		

Difficulty:
EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

	5		1		2		7	
		2	3		7	1		
				9				
7			6		1			8
	4						1	
1			5		4			9
				6				
		6	4		3	2		
	8		9		5		6	

Difficulty:
MEDIUM

Last Week's solutions

2	9	8	5	3	7	6	4	1
5	3	6	9	1	4	2	7	8
4	7	1	8	6	2	5	3	9
8	4	5	3	2	1	9	6	7
7	2	3	6	8	9	4	1	5
1	6	9	4	7	5	3	8	2
9	1	4	7	5	6	8	2	3
3	5	7	2	4	8	1	9	6
6	8	2	1	9	3	7	5	4

Difficulty:
EASY

5	4	1	2	6	9	7	3	8
7	3	6	1	8	4	9	5	2
2	8	9	7	5	3	6	1	4
4	1	7	9	3	8	5	2	6
9	5	8	4	2	6	1	7	3
3	6	2	5	1	7	4	8	9
6	7	3	8	4	1	2	9	5
8	9	5	6	7	2	3	4	1
1	2	4	3	9	5	8	6	7

Difficulty:
MEDIUM

FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I have been finding conkers in Greenwich Park"

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford